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Mr. Elson acknowledges that there "are various excellent school histories now in use," but thinks that the faults of the old histories, which were "written with such mathematical precision as to render them dry and insipid," still need further correction. The aim, then, is to tell the story so as to arouse interest. That this text will accomplish its end any better than numerous others on the market remains to be seen. Evidence is wanting to convince the reviewer that this will be the case. The "usual 'helps,' questions, and topics for discussion, have been omitted, on the supposition that an intelligent teacher can do this better than the writer, and that he prefers to do it." The treatment of topics, and the space allotted to the principal subjects are such as one usually finds in books of this description, and call for no special comment. The book is well illustrated, and the maps are satisfactory. There is no index—an omission that should not have occurred.

Mr. Redway's reason for writing his book is that we may have a textbook adapted to the needs of today. He thinks that "political history may be broadly summed up as a quantitative expression of temperature, rainfall, and surface features," and that the eloquence of statesmen in legislative halls has done little or nothing, so far as our own history is concerned, in making "the political fabric of the nation what it is today." There is little evidence, however, of the application of these principles in the text, and the chapters and topics read very much the same as other texts for grammar schools. Chapters 15 and 20 do enlarge somewhat on the usual treatment of questions of economic importance, but they hardly fulfil the promises made. The author is satisfied to refer to whole volumes of McMaster's, Scribner's and Schouler's histories of the United States, for collateral reading, and never gives references with any more detail than whole chapters of the works mentioned.

These two books are typical of the large number of texts with which the market is flooded. In general it may be said that they are good books, and will probably prove satisfactory to the average teacher and pupil. The main criticism is that the subject-matter is presented in practically the same manner as in other texts. It is useless to continue to multiply books of the same general type. Unless an author is quite sure that he can produce a text that will really fill a widespread need, and will be something more than another version of our history told according to the plan usually adopted, he had better indefinitely postpone the attempt to add to the present supply.

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Dynamic Factors in Education. By M. V. O'SHEA. New York: The Macmillan Co., 1906. Pp. xiii + 320.

This work discusses in some detail the motor and energetic factors involved in education. The author first emphasizes the great activity characteristic of the little child, its lack of inhibition, and the relation of the development of inhibition to mental development. It is pointed out, also, that it is on the basis of this multiplicity of activities that education builds, and that an education which does not primarily aim to give proper expression to them or to utilize them is apt to degenerate into mere verbalism. The discussion of the manual activities in education is particularly helpful. The reasons for manual training in the schools are reduced to what seems to be a thoroughly scientific basis. In fact, the whole treatment of the subject is sane and lacking in the type of reasons which modern psychological experimentation has shown to be untenable.

There are especially interesting chapters on the various aspects of the development of complex co-ordinated activities. The difficulty of acquiring new adjustments by merely seeing them in others is pointed out with many illustrations. "Do everything you can to aid the learner in gaining just the right motor experience," is the author's final word regarding the most economical method of teaching new co-ordinations, whether of arms, fingers, or vocal organs.

Under the heading of "The Energetic Factor in Education" the question of fatigue in the school is taken up; the different ways by which it has been measured, tests, mental and physical, are discussed, and their limitations are clearly pointed out. Attention is called to the great individual difference in children in the manner of expending nervous energy. Some children are said to have leaky nervous systems, others are characterized as thrifty in the expenditure of their nerve force. Schoolroom procedures which are wasteful and those which are economical of nervous force are helpfully discussed. Among practices of the former type he includes all excessively fine work, certain varieties of postures in sitting, all kinds of noise, etc. The practical deductions from these facts find expression in a chapter on how to avoid waste in the arrangement of the daily program, etc.

Suggestive questions and topics for discussion are found at the close of each chapter, and at the close of the volume are a good bibliography and an index. The mechanical part of the book is particularly satisfactory, the binding being firm and yet entirely flexible, and the topics of the paragraphs being indicated in bold-faced type on the open margins of the pages.

The author is to be commended for his fresh and instructive discussion of well-known topics, and especially for the abundance of new illustration which he has gathered both by his own observation and from the recent literature. On the whole, we know of no more satisfactory discussion of what is thus far known of the evolution of motor control, its relation to education, and of the place of the manual arts in education.

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A Course in Practical Mathematics. By F. M. SAXELBY. London and New York, 1905. Pp. viii + 438.

The agitation in favor of closer relation between mathematics and the concrete practical side of life, which has been stirring up mathematical circles in England for some years past, and which is in essence a manifestation of a fundamental tendency of the times that can be seen effectively at work in Germany, France, and to some extent in America, as well as in England, has called forth a host of textbooks entitled "Practical Mathematics," or some similar phrase, and intended to give tangible shape, from the classroom point of view, to the ideas that are being presented in the theoretic discussions. These books have usually fallen within the secondary field; the work before us is of collegiate grade, and aims to extend to the field of collegiate mathematics, including the calculus, the experimental methods that are now finding such favor in England, especially in the field of elementary geometry and algebra.

To this end, experimental approximation and graphic methods are freely used, constant appeal is made to the intuition, and the exercises are usually taken from the other sciences, and from the technical subjects. The logical proof is regarded rather as the climax of the work than as its foundation. Thus both differentiation and